Mu’tah University
Deanship of Graduate Studies

The Instructional Competencies of EFL Teachers from Their Point View in Jordan

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A Thesis Submitted to the Deanship of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Master in Curricula and Instruction (TEFL)

Mu'tah University, 2014

Dedication

This work is dedicated to:
The soul of my father
My mother
My brothers and sisters….
My wife and lovely kids: Alaa', Abdullah and Roa'a

Mohammed Abdullah Al-Amreen

Acknowledgement

My great thanks are directed first and foremost to Allah, without the power He gave me, the accomplishment of this work would have been certainly impossible. I would like to express my deep gratefulness and immeasurable thanks to Prof. Majid Khataybeh, who had limitless energy in reading and editing my writing to help me create a better product. He gave support and constant guidance that were essential to complete this work. He enriched the research with valuable information; I owe him special debt of gratitude.

I would like also to thank the committee members for their fruitful suggestions and comments.

Deep thanks to my greatest friend: Teacher Abdul-Wahab Hajaj for his assistance in the statistical procedures and valuable advice.

And I would like to thank all the teachers in Tafilah Educational Directorate who helped me for their efforts and remarks.

Mohammed Al-Amreen

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Abstract

The Instructional Competencies of EFL Teachers from Their Point View in Jordan

Mohammed Abdullah Al-Amreen
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This study attempted to explore the instructional competencies of EFL teachers from their point view that are related to teaching English language in Jordanian schools.

The sample of the study consisted of (233) EFL teachers in Tafilah Educational. To achieve this purpose, an open questionnaire was used to elicit data from the participants in this study to express their point view about their accomplishments in the spheres of classroom management skills, lesson planning, development and design and production of instructional aids, instructional methods, the acquisition of interpersonal skills and finally the evaluation of EFL classroom students' learning.

The findings of the study indicated the following:

1- Most of the teachers agreed on the importance of the good classroom management.
2- The importance of the good preparation of the newly teachers before entering the classroom as a teacher.
3- The importance of assessing students' works according to their progress.
4- Also, the results pointed out that EFL teachers' development of the interpersonal skills was transferable to classroom students themselves in becoming willing to work together through co-operative learning activities.

In light of the findings of the study, the researcher recommended some recommendations to the concern . the most important one is to deal with the instructional needs of teachers.

الملخص

الكفايات التعليمية لدى معلمي اللغة الانجليزية (اللغة الانجليزية كلغة أجنبية) في الأردن من وجهة نظرهم

محمد عبد ا العمريين

جامعة مؤتة، 2014

حاولت هذه الدراسة استكشاف الكفايات التعليمية لدى معلمي اللغة الانجليزية من وجهة نظرهم.

تكونت عينة الدراسة من (233) معلما ومعلمة يدرسون اللغة الانجليزية في مدارس مديرية تربية الطفيلة ممن يدرسون مراحل مختلفة.

لتحقيق هذا الغرض، تم استخدام الاستبيان المفتوح لاستقصاء البيانات من المشاركين في هذه الدراسة للتعبير عن رأيهم ووجهة نظرهم حول إنجازاتهم في مجالات مهارات الإدارة الصفية، التخطيط للدروس، تطوير وتصميم وإنتاج الوسائل التعليمية، أساليب التدريس ، اكتساب مهارات التعامل مع الآخرين، وأخيرا تقييم أداء المتعلمين في الصفوف الدراسية.

أشارت نتائج الدراسة ما يلي:

1- اتفق 80% معظم المعلمين على أهمية الإدارة الصفية الجيدة.
2- أهمية الإعداد الجيد للمعلمين الجدد قبل الدخول إلى الصفوف الدراسية كمعلمين.
3- أهمية تقييم أعمال الطلاب وفقا لتقدمهم.
4- كما أشارت الدراسة إلى أهمية تطوير أداء معلمي اللغة الانجليزية كلغة أجنبية في مجال مهارات التعامل مع الآخرين وتحويل الصفوف الدراسية إلى أن يصبح الطلاب أنفسهم على استعداد للعمل معا من خلال أنشطة التعلم التعاوني.

في ضوء النتائج التي توصلت إليها الدراسة، أوصى الباحث ببعض التوصيات لذوي العلاقة والاختصاص ومن أهمها: التركيز على احتياجات المعلمين التربوية خلال التدريب.

Chapter One
Theoretical background

1.1 Introduction :

By the end of the first decade of this century, education is considered as the most important issue all over the world since everything especially the new technology as all depend on. All communities nowadays are looking for brilliant future for their nations; so, the most concentration is focused on the teacher. Therefore, developing the teacher's performance in light of quality standards is one of the priorities of the development of education.

The last two decades have seen the growing popularity of English as a Foreign Language (EFL) and English as a Second Language (ESL) learning, with particular emphasis on linguistic proficiency and competence. In recent years, considerable concern has arisen over intercultural competence (IC) in these fields, due largely to globalization. The worldwide trend of globalization increases opportunities for interactions in English as the gateway that makes communication possible across cultures. As English has become the lingua franca, globalization has undoubtedly influenced education, especially EFL/ESL education (Cheng and Wang, 2011).

The two terms teaching and learning a foreign language are interconnected and the attitudes and preconceptions that the students bring to the language classes will affect their success in their daunting task of L2 learning. Experts in language teaching methodologies provide teaching practitioners with guidelines regarding how to convey L2 concepts better. On the other hand, students have certain attitudes towards their teachers. Sometimes the students' definition of a good or "ideal" language teacher does not match what language teachers have in mind. As a result, this study was conducted to investigate the EFL teacher's competences towards "an ideal teacher". Teacher standards have been introduced as a part of any government strategy for developing and maintaining the high quality of teaching and leadership in schools and improving learning outcomes for students. The standards reflect the government's commitment to ensure that students have the opportunity to learn from schools that are managed and led by high qualified teachers. So, standards enable the dimensions of a teacher's performance, help ensuring that the educational expectations are clear and consistent across each school, provide a framework for performance, give a clear focus for identifying development priorities (Howard, 1999). It is then clear that being a successful EFL teacher requires more than fulfilling the role of teacher alone; it also requires someone who is an organizer of

different activities, an assessor or examiner, an active participant in their students' development and in professional self-development, and an observer who seeks feedback and evaluates his or her own work (Harmer, 2001).

Teaching is an important and difficult career that shapes not only the future of the students' life but also the future of the society. The most important of the teacher‘s many duties is the primary goal of educating the student. The quality of teachers has a great effect on how successfully the students learn, and it is considered as an important educational factor for predicting student achievement. Generally speaking, good teachers produce good students, that is the primary purpose of teaching and the basis upon which teacher should be evaluated. Thus, good teaching requires four types of knowledge and skills: basic academic skills, thorough content knowledge of each subject to be taught, knowledge of both generic and content-specific pedagogy, and hand on teaching skills. Potee (2002) suggested that …" teachers who lack enthusiasm for the subject or course being taught can have negative effects on their students' motivation to learn that subject" (,p . 212) However, although a reasonable amount of studies on verbal and non-verbal teachers' immediacy behaviors have been conducted, most of them highlighted in this section were done in the USA and Canada, and involved tertiary students from communication courses.

Therefore, greater emphasis should be placed on observing and evaluating teachers' teaching skills and content knowledge in the actual classroom throughout their careers (Educational Testing Service Corporation ETS, 2004). Numerous research studies have documented the difficulties new teachers face at the start of their careers (e.g., Brown, 2000). Many scholars in the field of teaching believe that high-quality teaching has two factors: the first factor refers to pre-service teaching qualities and the second factor deals with what the teachers actually do in the classroom. (Lewis, 1998).

Professional and specialist development plays an essential role in improving EFL teachers' performance. (Howard, 1999) determines that developing professional and specialist competence of EFL teachers involves examining and developing their opinions and beliefs about learning and teaching based on their own experience of language classrooms and extending their knowledge of language theories, language learning psychology, opinions, and beliefs. Also, Abdel-Halim (2008) states that professional and specialist development serves as the bridge between where EFL teachers are now and where they have to be for the purpose of meeting

the new challenges of guiding all students in achieving higher standards of learning and development.

After all, the study wants to say that if we want to improve teaching, we have to improve the teacher at first, the way the teacher uses to teach and improving the teacher's quality that requires improving the teacher's performance through authentic assessment. Thus, the researcher tries here to assess the EFL teachers' performance through their instructional competencies from their point view, then harmonizes between these views in order to improve the quality of education for EFL learners.

1.2 Statement of the problem:

The need for this study is emerged from such reasons: Firstly; The absence of an objective and comprehensive tool to assess EFL teachers' competencies , who they are, and their qualifications. Secondly; to explore the situation in Jordanian directorates of education, the researcher visited some educational training centers for EFL teachers in Tafilah directorate and found that there are no training sessions or workshops for quality standards in all stages of learning. But there are some training courses in how to teach a specific subject in a new textbook or expired methodologies for new teachers. Thus, there is a crucial need to state the instructional and professional competencies for EFL teachers' performance and to design a rubric for evaluating EFL Jordanian teachers maybe in the future according to these competencies.

Also, Sanders and Rivers (1996) indicated that positive and negative impact of a teacher on a student's academic performance is accumulative. Therefore, through my long experience in teaching different stages in different countries I found that students who are exposed to qualified teachers seem to achieve high quality of academic achievement than others.

1.3 Significance of the study:

The present study was significant to the following:

a. Helping and providing the researchers and the specialists of the EFL language to assess the teachers of EFL with a suitable scoring rubric in future.
b. Helping the training centers in the Ministry of Education with standers in their training sessions.
c. Shedding light on the issue that EFL teacher acquire skills throughout their teaching practice that qualify them to be professional teachers when serving in the Ministry of Education schools.

d. Providing a suggested vision as guidelines for Ministry of Education in Jordan to improve teacher performance in the light of quality standards throughout consulting the teachers in the field of teaching.

1.4 Purpose of the study:

The purpose of the study was to identify the instructional competencies that EFL Jordanian teachers should master before serving in education from their point view.

1.5 Questions of the study:

1- What are the most important instructional competences that EFL teachers should master?

2- Are there any statistically significant differences among EFL Jordanian teachers' instructional competences (from their point view) and years of teaching experience?

3- Are there any statistically significant differences among EFL Jordanian teachers' Instructional competences (from their point view) and their qualifications?

1.6 Operational definition of terms:

EFL teacher:

The teacher who teaches English Language as a foreign language to non-speaking English language as a mother tongue in the schools of Tafilah and holding a B.A. or any certificate in teaching English Language.

Competency.

In this study it is about the EFL teacher, or prospective teacher, who must read, write, and speak English language with sufficient competence to allow him/her to effectively teach students and prepare these students for success in required local and state assessments and evaluations. The EFL teacher must also have the English skills necessary to fully participate in advisories and common planning time with other school professionals. It also includes the ability to use correct grammar. In addition, EFL teacher must have the English skills necessary to enable the teacher to fully profit from participation in staff-development programs. In addition, a teacher’s command of English must also be sufficient to allow the teacher to deal with disciplinary situations, to understand the import of student comments that might constitute bullying or harassment, and to respond to student health, psychological, and social issues, along with other issues involving the immediate safety and welfare of students.

Instructional competencies: In the case of the present study, these included the skills of lesson planning, classroom management, interpersonal skills, instructional methods and skills of teaching designing and producing instructional aids and evaluation skills that the EFL teacher should have.

1.7 Limitations of the Study

The present study was limited to the following:

1- EFL teachers, male and female at Tafilah Educational Directorate.

2- The school year 2013-2014, during the second semester.

Chapter Two
Theoretical Framework and Review of the Related Literature

This section presented briefly a review of literature related to this study. It will cover two areas of the study: Theoretical framework and review of related literature.

2.1 Theoretical Framework:

English is a widely spoken language. It is currently the language most often taught as an international language. The importance of teaching English language comes from the importance of English language itself, it is considered as the first language in many countries as well as a second language in many other countries, also it is the language of new advanced sciences and new technology(Crystal, 2003).

People believe that an effective teacher is present to his or her class the way a good actor is present to his/her audience. Effectiveness includes confidence; an easy facility with diverse teaching methods; an enhanced ability to quickly form positive relationships with students, and a stance of adapting to change and challenge with creativity and grace through improvisation and reflection. Hammadou and Bernhardt (1987) contend that FL teaching is unique and difficult because it is the only subject in which the content of the subject and medium of instruction are one and the same. This creates challenges for English language teachers and students alike, particularly in EFL contexts where the teachers and learners may both be operating in a nonnative language. Teachers often present and explain information in a language in which the students have yet to reach a certain level of competency (Hammadou & Bernhardt, 1987), thus making the work of both groups difficult. This is unlike the situation for teachers of other subjects (e.g., math, science).

Pajares (1992) proposed that "Teachers' beliefs can and should become an important focus of educational inquiry" (p. 307). How teachers think, what teachers know, and what teachers believe all influence what teachers do in the classroom (Borg, M., 2001). Researchers, including Cooper (1990) and Dreher (2002), claim that teachers' attitudes correlate with teachers' behaviour and decision-making in classrooms, and ultimately affect students' learning outcomes.

Fenstermacher (1994) describes teachers' practical knowledge as the knowledge of teachers, not for teachers. He argues that practical knowledge is the knowledge that teachers themselves generate as a result of their experiences as teachers and their reflections on these experiences. Drawing

on this idea of practical knowledge from Fenstermacher (Meijer, Verloop, and Beijaard, (1999) identify the following characteristics based on a review of studies on teachers' practical knowledge. They identify the characteristics of practical knowledge as follows: (a) It is personal; each teacher's practical knowledge is to some extent unique; (b) It is contextual: defined in and adapted to the classroom situation; (c) It is based on (reflection on) experience, indicating that it originates in, and develops through, experiences in teaching; (d) It is mainly tacit, which indicates that teachers are often not used to articulating their knowledge; (e) It guides teaching practice; and (f) It is content related, meaning that it is related to the subject that is being taught. In conclusion, the knowledge that is practically known and produced by teachers is called practical knowledge.

To achieve a better understanding of what language teacher education should be (Cheng and Wang, 2004) indicate that it is important to take a closer look at the knowledge base of second or foreign language teachers of English, their pre-service education and in-service training. By doing this, it enables teacher educators to understand where language teachers are, what their professional needs are, and how they can be assisted to attain their professional goals in various teacher education programs.

The minimum requirements for teachers of any foreign language as was discussed by (Abu Mallouh, 2001) are that they should:

1. Speak fluently and correctly the language of the textbook they teach and of all prior textbooks in the series.
2. Be aware of the difference between the patterns in the mother tongue and of the new sounds their pupils will encounter in their study of the foreign language.
3. Be aware of all the English that had already been taken by the pupils so that they will not upset the graduation of the course they are teaching by introducing an unknown word or structure.
4. Know how to train the class to listen accurately and with good language learning habits.
5. Know how to communicate vocabulary and structures through the medium of English and in real life situations.

The general qualities of the good language teacher had been analyzed by (McDonough, 1993). He made a list of the general qualities of the good language teacher and might be expected of all teachers:

1. Knowledge of the language system
2. Good pronunciation
3. Experience of living in an English speaking country

4. Qualifications (perhaps further training taken or in-service development)
5. Good classroom performance
6. Evidence of being a good colleague
7. Length of time as a teacher
8. Ability to write teaching materials
9. Careful planning of lessons
10. Sound knowledge of language
11. Experience of a variety of teaching situations
12. Good personal qualities
13. Knowledge of learning theories
14. Wide vocabulary
15. Ability to manage a team of teachers

To gain these qualities teachers need to engage in effective professional development to improve and develop their performance.

So, the problems that happens in our schools nowadays, here and there, mostly happen as a result the weakness of teachers, either their qualifications or the absence of good training.

2.2 Review of the Related Literature:-

Al-Mutawa (1997) assessed the current state of competencies of EFL primary school teachers in Kuwait, and compared external and self-evaluation of these competencies of the teacher. An evaluation checklist was administered to 100 government EFL primary school teachers. It consisted of 28 competencies divided into three components, namely language level, lesson planning and implementation. Moreover, teachers were asked to use the same format for self-evaluation.

The results of the study indicated that these competencies were normally distributed among the sample with slight tendency to being positive. Statistically significant differences were found between males and females on one hand, and between Kuwaitis and non-Kuwaitis on the other. There was also a wide discrepancy between the teachers' self-evaluation of competencies and the external evaluation in the three components. Other variables such as teaching load, classroom density and teacher qualification proved non-significant.

Ahmed (2002) attempted to evaluate teaching effectiveness in English as a foreign language in the fourth and fifth grades of primary education. The study involved a sample of 20 teachers in Maghagha directorate. It also involved 935 pupils in the fourth grade and 950 pupils in the fifth grade of the primary school. Tape recording and interaction analysis category system

were used in analyzing teachers' performance. An achievement test was also designed by the researcher and applied to fourth and fifth grade pupils. The results revealed that there was a correlation between the teachers' experience and their performance in class. It also revealed a correlation between the teachers' behavior in class and the pupils'' achievement. In other words, as long as teachers praise, accept the pupils, their feelings and ideas, ask questions, give the pupils the opportunity to participate, they get the highest achievement. While as, as long as teacher give lectures, give many directions and criticize the pupils, they get the lowest achievement.

Hweidq (2004) Attempted to develop the EFL preparatory school teachers' performance in Al-Gharbiya governorate. The study tools included an observation checklist and structured interviews with supervisors, experts and thirty EFL teachers.

Results of the study displayed that the sample needed more training in the way of teaching the language skills. However,75% of the sample were competent in stating the objectives of the lesson, 47% were competent in preparing helpful aids and writing appropriate techniques and strategies suitable to the lesson content, 34% were competent in controlling the classroom and 30% were competent in writing appropriate evaluation tools.

Al-Mushriquee (2004) presented an evaluative study of the English teaching methods and classroom techniques in the Yemeni schools. The purpose of this study was to investigate whether the techniques implemented by the English teachers in the field match those recommended by the teacher' s guide. The population of the study comprised 1546 English teachers who teach the 9thgrade in the Yemeni public schools, both in Sana'a governorate and Al-Amana. The sample was drawn from among the teachers of the "rural areas" and teacher of the "urban areas".

Yilmaz (2004) conducted a study on the factors that affect the development of instructional skills on the part of pre-service middle and secondary school teachers who teach science. This study revealed that although pre-service teachers in this study had true ideas about various instructional methods, still they experienced difficulty in the implementation of such knowledge in actual classroom environment. The biggest struggle student teachers had concerned the implementation of student-centered methods. The failure in the development of essential teaching skills had an important role in having unsuccessful teaching practice. Other factors that impacted on the instructional skills of student teachers included the methods course ،students, setting for authentic practice and co-operating teachers. The study also revealed that there was a need to have adaptability of various instructional methods to fit future teaching practice.

The study revealed the following: most of the techniques implemented by the English teachers in the field were not those recommended by the teacher's guide, rural teachers were more committed to the implementation of the recommended techniques than the urban teachers. Those who graduated from the Faculties of Education did a better job than those who graduated from Faculties other than the Faculties of Education, and experience alone has no great role in the implementation of the recommended techniques.This study was useful to the researcher of the present study because it displayed some techniques that could be used in improving the teaching performance. The recommendations of this study were taken into consideration in the present study.

Mostafa (2005) explored the levels of reflection prevalent among the pre- and in-service EFL teachers and whether there were any differences between them concerning these levels. It also aimed at investigating the relationship of these levels of reflection and the teaching performance of both groups. The sample of the study consisted of 25 third year student teachers, Faculty of Education, Mansoura University and five in-service teachers. The instruments of the study included reflective reports, reflective logs, a scoring rubric for identifying the levels of reflection, and an observation checklist for assessing the teaching performance. The findings of the study revealed that there were no differences between the pre-service EFL teachers and the in-service EFL teachers on all the levels of reflection. Based on the findings of the study, the technical level of reflection was found to be the most dominant among both the pre-service and the in-service teachers, amounting to over 60% of the attained reflective entries of the sample. Also, it was found that there was a strong positive correlation between pre- and in-service teachers' teaching performance and their level of reflection.

Kubanyiova (2005), investigated the motivational teaching practice in EFL teachers in Slovakia. This longitudinal mixed methods study explored the impact of a 20-hours experiential teacher development course with the knowledge base drawn from L2 motivational theory, group dynamics, and educational psychology. The sample of the study consisted of 8 EFL teachers, 7 females and 1 male, who volunteered to participate in this study. Quantitative (pre- and post-test questionnaires measuring students' perceptions of their classroom environment) and qualitative (regular course feedback, teacher interviews, lesson observations and field notes) measures were employed to assess the course impact on cognitive and behavioral change of 8 self-selected non- native EFL teachers in Slovakia. The results showed that, in most cases, no change occurred in spite of the teachers'

endorsement of the course material, and several outer-context- specific factors were discussed to explain this negative outcome.

The study of Alkhawaldeh (2005), attempted to explore the accomplishments achieved by (78) EFL student teachers who were taking the practicum courses in the second semester 2004/2005. To achieve this purpose, an open questionnaire was used to elicit data from the participants in this study about their accomplishments in the spheres of classroom management skills, lesson planning, development and design and production of instructional aids, instructional methods, the acquisition of interpersonal skills and finally the evaluation of EFL classroom students' learning. The results of the study, above all, pointed to the importance of the practicum.. It was also found out that most of the instructional skills were acquired by the EFL student teacher gradually as the student teachers advance in the practicum. As far as classroom management skills were concerned, their acquisition was linked to the nature of the classroom, its size; relationships with EFL classroom students, quality of instruction and nature of teaching methods adopted by the student teacher. In the The Reflections of Jordanian EFL Student Teachers on their Instructional sphere of lesson planning, the student teachers discovered, through lesson planning, the importance of new teaching methods and media and aids as well as the importance of the lesson plan itself. In the acquisition of interpersonal skills, student teachers in this study pointed to the importance of establishing links with practitioners in the co-operating school and the significance of such interpersonal skills in solving problems classroom students encountered. Also, the results pointed out that student teacher's development of the interpersonal skills was transferable to classroom students themselves in becoming willing to work together through co-operative learning activities. As to subject matter mastery, the responses of the student teachers varied who pointed to the need to have further links between university courses and school syllabuses and to give more specialization courses to these student teachers while several of them said that there was no problem with this competency .

Al-Mekhlafi (2007) investigated the prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the TEFL program (Teaching English as a Foreign Language) at Ajman University of Science and Technology (AUSTN) in the UAE. The study tried to find answers to questions related to the prospective teachers' perception on the acquisition of: 1) necessary language competencies; 2) cultural, literary competencies; 3) linguistic competencies and 4) whether or not the TEFL program has provided them with adequate coursework in the above areas. One hundred and forty-three

(143) prospective teachers were selected to fill out a questionnaire. The findings of the study indicated that the participants scored reasonably high in ‘basic level competencies’, but they scored low in ‘high level competencies’. The study also showed that the participants did not acquire adequate coursework in language skills, culture and literature, and linguistics

Questi (2009) aimed to build a conception of self professional development for English language teachers of girls public schools based on realization and contemporaneous trends. The researcher conducted a descriptive study bases on the theoretical educational literature and researches, designed two instruments, and after verifying their validity and reliability, she applied the first one to the educational experts (30) opinions in the department of curriculum and methodology in Umm AlQura University, in order to explore their opinions about the practices of self professional development that match the contemporaneous trends , while applied the second one to the Educational Supervisors (37) , and the Teachers of English Language (210) in the main cities of the educational region of Makkah (Jeddah, Taif, and Makkah), in order to explore their opinions about the teachers real practices of Self Professional Development. The researcher reached the following generated results: Entirely Agreement of the educational experts (90-100%) that the practices of self Professional development matching the Contemporaneous Trends. The concept of self Professional development is clear for (78.4%) of the supervisors, and for half (50%) of the teachers. Agreement from (67.6%)of the supervisors and (66.7%) of ELT that self Professional development is(partially practiced) by the English language teachers, and (always practiced) from the point o view of (27%) supervisors, and (33.3%) of ELT. Low practices of self evaluation from (21.4%) ELT point of view, and (32.4%) from educational supervisors point of view. The professional demands for English teachers from their point of view, and their supervisors are: (lessons application, instructional technology, class management, and evaluation), while the language demands are: (listening, speaking, writing, grammar, and translation).

Al Meteiri (2009), identified the problems related to the teachers of English in terms of preparation for teaching English in elementary stage, development programs and in-service training, identifying basic problems in teaching facing the teacher of English in this stage and presenting some solutions for tackling teaching problems of English language teacher in the elementary stage. The study sample consisted of all teachers of English in government schools in Al Mahd province who are about (56) teachers working in governmental schools belonging to directorate of education in Al Mahd province for the academic year 1428-1429 H. The researcher applied

a study tool to them after being sure of validity and consistency parameters where total consistency rate of study tool was (0,82). The researcher used statistical systems (SPSS) to analyze data. Results have shown the factor statements of problems related to the teacher preparation, in-service training and development programs, teaching methodology, audio-visual aids were very high. The factor statements of problems related to the learners' characteristics were very high, and the factor statements of problems related to the textbook were moderate. Results showed also that there were no statistically significant differences attributed to the variable of academic qualification. Results showed that there were no statistically significant differences relevant to the problems that face teacher of English in elementary stage from the point of view of teachers of English in Al Mahad province according to the variable of years of experience and training courses. They were in favor of those teachers with higher experience and more training. Results showed that there was a correlation between factors of problems related to the problems that face teacher of English in elementary stage from the point of view of teachers of English in Al Mahd governorate. In light of the results of his study, the researcher recommended the following:

1. Making valuable change in the preparation programs of English teachers, according to a special program for preparing teacher of English in elementary stage, particularly if we know that specialization only gets a very limited ratio that hardly reaches one third as maximum from current programs in foundations of higher education.
2. Intensifying training courses for teachers of English for qualifying them for teaching English language courses and highlighting their professional developments for the sake of raising the level of students' attainment.
3. Educational supervisors in Al Mahd province should train teachers of English on how to employ teaching aids inside class and limiting the effect of relevant problems in general via practical field training.
4. Expansion of training programs related to teaching methodology presented to teachers of English through developing their performance and making use of the experience and creativity of distinctive teachers through the adoption of holding symposiums, lectures, seminars and seminars by those who are responsible for training processes in educational supervision centers in Al Mahd province for increasing teachers' perception of teaching methodology of English language in terms of knowledge and practice
5. According to the English teachers and their supervisors, the barriers of self Professional development are: (class load, abundant responsibilities,

numerous students, decreased of model lessons, training programs and workshops, and absence of courage).

6. According to the English teachers and their supervisors, the motivations for self Professional development are: (decreasing class load to (16), increasing training programs, model lessons and workshops, encouraging team work, class visits, connection with experts, using professional criterions and connecting self professional development with annual salary, specifying mentors equip laboratories, instructional multimedia, and centers for PD).
7. There is no statically significant correlation existed between teachers years of experience and their self professional development practices.
8. There is no statically significant differences existed between the teachers of Jeddah, Taif, and Makkah in their answers related to self professional development practices.

Wang (2010) investigated the current EFL teachers' quality of several Chinese Universities and some problems in the current college English education process. The aim of the research was to investigate the current state of the teachers' teaching quality in some Chinese universities including several universities and seek out feasible solutions for improvement. In order to obtain necessary information, the investigation focused on: teachers' own voices and their students' voices, in order to attempt a well- informed understanding of "what the teachers actually did in the classroom. "The results identified that there were inconsistencies/ mismatches between teachers' practice and the theories underlying their practice. Some feasible suggestions were made for teacher development, such as reflective teaching and combination of teaching practice and research. This research can be helpful in identifying the current state of college EFL teacher development and in promoting education reform. This study was useful to the researcher of the present study because it displayed some techniques that could be used in improving the teaching performance.

All the above studies agreed with the present study in emphasizing on the quality as an important concept with all its dimensions and applications which are all considered as important variables, if we seek developing teacher's performance. All the studies agreed on the qualifications of the prospective teachers and the good and qualified training time by time so that the teachers should be always ready with the good techniques and preparation.

Chapter Three
Design and Methodology

This chapter dealt with the population of the study. The sample's categories were clearly illustrated. The design and setting of the study were addressed. In addition to the steps followed in designing the instrument of the study, its validity and its reliability were estimated. Then, the researcher stated the procedures of the study.

3.1 The population of the study :

The population of the study consisted of all the teachers who teach English Language as a foreign language in Jordanian schools, both public and private who are about (6.000) EFL teachers, both male and female EFL teachers from different directorates of education in Jordan during the academic year 2013/2014.

3.2 The sample of the study:

The sample of the study consisted of:

EFL male and female Jordanian teachers who teach different levels, different experiences, and graduated from different universities.

The teachers from Southern part of Jordan directorates.

Using the stratified sample, the researcher chose the teachers from Tafilah Educational directorate who were about (233) EFL teachers during the second semester 2013/2014.

Table (1):
Shows the distribution of the sample

No	EFL Teachers	No	%
1	Male	82	35.2%
2	Female	151	64.8%
	Total	233	100%

3.3 The Instrument of the Study:

To fulfill the objectives of the research, the researcher improved and prepared a questionnaire. To build this questionnaire, the researcher collected ideas from the teachers in the field and asked them to write as many instructional competences they see they are usable and important in

teaching EFL. Then the researcher used the related literature and chose the most appropriate competences. The researcher chose about sixty items(from the teachers and from the related literature) and addressed it to EFL specialists including university professors and EFL supervisors to choose the most suitable ones and to determine the suitability of each item that is relevant to EFL teachers. The jury agreed on thirty items and excluded the others due to the unsuitability and the time they will take in reading and answering and also because the ones they chose were more convenient and cover the study.

3.4 Validity of the Instrument:

First, to guarantee the validity of the instrument, it was submitted to jury specialized in the field of (TEFL), Applied linguistics and EFL supervisors (appendix 2). This jury was asked to add, delete or modify any of the items of the instrument. After receiving the jurors' comments and suggestions on the first version of the tools, the required modifications were made and the final version was completed and generally validated. The final version of the instrument consists of 30 items (appendix 1)

Second, internal consistency in which the researcher estimated the Correlation coefficient between each indicator's score and the total score for each item that belongs to for the instrument. The results shown in the following tables.

Table (2):

The values of Correlation coefficient between each indicator's score and the total score for each item

Item	Value	Item	Value
1	*0.65	16	**0.76
2	**0.60	17	**0.57
3	**0.73	18	**0.67
4	*0.45	19	**0.61
5	**0.72	20	*0.40
6	*0.58	21	**0.66
7	*0.42	22	**0.75
8	**0.60	23	**0.74
9	**0.75	24	**0.76
10	**0.68	25	*0.47
11	**0.67	26	*0.42
12	**0.77	27	**0.83
13	*0.47	28	**0.77
14	**0.84	29	**0.82
15	**0.73	30	**0.70

**Significance 0.01
*Significance 0.05

3.5 Reliability of the Instrument:

1-To ensure the reliability of the instrument, the instrument was applied on a pilot sample of (30) teachers from the population (18 female and 12 male) of the study and excluded the sample of the study.

2- Using the SPSS program (Cronbach Alpha), the reliability of the observation checklist was computed and proved to be reliable at (0.90) and significant at (0.01).

3.6 Procedures of the Study:

The study proceeded as follows;

1- Reviewing the related literature.
2- Analyzing the goals of the EFL teacher pre-service and in service.
3- Designing and improving a questionnaire that defines the basic role of the EFL teacher .
4- Ensuring the validity and reliability of the instrument.
5- Applying the questionnaire.
6- Having the approval from the directorate of Tafilah (Appendix 3)
7- Discussing the results of the study.
8- Recommending some recommendations to the concern.

3.7 Statistical Analyses:

To answer the research questions, the following statistical analysis was used:

1- A pre-test and post-test.
2- Percentages and frequencies.

Chapter Four
Findings, Discussions and recommendations

The present chapter tackles the results of the study. It illustrates statistical methods, and discussions of the findings related to the questions of the study.

4.1 Findings of the Study

To answer the first question: What are the most important instructional competences that the teachers of EFL should master?

The researcher designed and improved a questionnaire which included thirty items expressing the most needs of the EFL teachers and distributed more than 200 on the teachers of Tafilah 1st directorate, 150 of them were back and analyzed statically. (appendix no.1).

Table (3):
Shows the importance of the items arranged descendingly from the most important to the least important according to the teachers' point view in Tafilah Directorate of Education.

Item	No.	Means	Std. Deviation
30	150	4.7333	.4437
24	150	4.7000	.4598
16	150	4.7000	.4598
17	150	4.6133	.4886
10	150	4.6133	.5996
9	150	4.6067	.6119
2	150	4.6000	.4915
21	150	4.5733	.4962
14	150	4.5733	.4962
29	150	4.5667	.4972
11	150	4.5667	.4972
13	150	4.5533	.4988
22	150	4.5400	.6199
23	150	4.5200	.6100
18	150	4.5067	.5016
15	150	4.4800	.6728
7	150	4.4667	.6203
20	150	4.4600	.5001
5	150	4.4133	.7065

8	150	4.3933	.6119
12	150	4.3133	.4654
28	150	4.2733	.5781
26	150	4.2600	.4401
25	150	4.2400	.7112
4	150	4.2200	.5660
27	150	4.2067	.5347
6	150	4.1600	.9055
19	150	4.1200	.7134
1	150	3.8467	1.2518
3	150	2.5800	1.2758

From the table above the researcher found:

1- The EFL teachers showed the most importance to item 30 which is " EFL teacher should allow students to practice all the language skills". That's due to the positive focus of EFL supervisors on the needs of EFL learners to practice the language and use it in their daily life.

2- Teachers also gave more importance to the items 24, 16, 17, 10, 9, 2, 21 and 14. (Appendix 1)

3- Teachers showed less interest to the items 3 and 1, which are: " Native English speaker can teach without holding a higher or specialized certificate." And " EFL teacher must have a bachelor degree at least".
That's due to their experience through the need for using the structures of the language and to enrich the students with more information that the illiterate native speakers need. Also they see that there's no need to have a higher degree, the teacher just need to have more instructional information an structure than the student have, also that some of the sample are holding diploma in English and teach English language side by side with the Master degree holders and both teach the same classes.

To answer the second question: **Are there any statistically significant differences among EFL Jordanian teachers' instructional competences (from their point view) and years of teaching experience?**

To determine the differences between the four groups of EFL teachers according to years of experience, the researcher divided the sample into four groups according to years of experience as: a group of 1-5, 6-10, 11-15 and more than 15 years. Then, ANOVA test was used

to estimate differences between the groups according to years of experience. The results were as the following :

Table (4):
ANOVA and its significance for the differences between the teachers' years of experience.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	442.460	3	147.487	1.551	.204
Within Groups	13883.540	146	95.093		
Total	14326.000	149			

The table above shows that there are no statistically significant differences between the four groups of teachers according to years of experience at level (0.05). Generally, the results goes to the low experienced teachers performance which is better than the high experienced ones due to attending the training sessions. In addition, unclear concept of quality and self Professional development in the mind of the old teachers high experienced EFL teachers make their performance lower than the low experienced teachers (new teachers). Questi (2009) stated that the concept of self Professional development is clear for (78.4%) of the supervisors, and for half(50%) of the teachers. Low practices of self evaluation from (21.4%) ELT point of view, and (32.4%) from educational supervisors point of view. The professional demands for English teachers from their point of view, and their supervisors are: (lessons application, instructional technology, class management, and evaluation), while the language demands are: (listening, speaking, writing, grammar, and translation).

To answer the third question: **Are there any statistically significant differences among EFL Jordanian teachers' Instructional competences (from their point view) and their qualification?**

To determine the differences between the three groups of EFL teachers according to their qualification, the researcher divided the

sample into three groups according to qualification as: A group of Diploma (two years after the secondary stage), B.A. and Master degrees.

SUM test was used to estimate differences between the groups according to the qualifications. The results were as the following:

Table (5):
u value and its significance for the differences between the teachers' qualifications

	No	Means	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Minimum	Maximum
					Lower Bound		
d	18	137.5000	8.7464	2.0616	133.1505	129.00	146.00
ba	122	129.4672	9.2318	.8358	127.8125	117.00	144.00
ma	10	144.0000	.0000	.0000	144.0000	144.00	144.00
Total	150	131.4000	9.8055	.8006	129.8180	117.00	146.00

The table above shows that there are statistically significant differences between the groups of teachers according to their qualification refers to the master degree beholders at level (0.05)
This result could be justified according good use of the language, extra materials he/she studied at the university and the good preparation to the work in general. In addition, it seems that education programs of the more qualified teachers is more advanced than the traditional ones.

4.2 Discussion of the Findings of the Study :
Findings of the study indicated that:

1- There are no statistically significant differences between the frequencies of the observed indicators of performance scores for the indicators no. 2, 3, 5, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 27, 29 and 30 at level (0.01) in favor of the excellent alternative.

The result of the questionnaire showed that the teachers of EFL showed much concern with the items that helps the teacher of being capable of being a good teacher. This can be obtained through mastering the language, controlling the classroom effectively, mastering the procedures of teaching, using the available resources and managing time effectively. This result is consistent with the results of studies conducted

by: Mostafa (2005), Kubanyiova (2005), Cheng and Wang (2004), Hweidq (2004), Al-Mutawa (1997), Al-Mekhlafi (2007) and Ahmed (2002).

2- The absence of statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 1 and 3.

A proposed vision to improve EFL teacher's instructional competences in Jordan:

1- Making connection between faculties of Education in the Jordanian universities and EFL supervisors from different directorates to follow up the process of applying educational strategies to be fruitful in the future.

2- Improving training sessions regularly to enhance EFL supervisors' and teachers' awareness and applications of educational standards exhibited in EFL teachers' performance and to be checked regularly by the supervisors.

3- Informing the teachers in the fields about the points they will be evaluated by the supervisors.

4- Examining the newly teachers by the standards of evaluating EFL teachers.

5- Examining the newly teachers by the most appropriate points they will face during teaching concentrating on the grammar and the spelling and the pronunciation.

6- Developing and clarifying the educational quality standards from year to year by adding, omitting and improving due to the development of technology.

7- EFL supervisors should bridge the gap between them and the teachers and break the ice in order to achieve the results they seek.

8- EFL supervisors should provide teachers with training courses and illustrated model classes demonstrating how to apply educational standards with focus on quality application.

4.3 Recommendations

Based on the results and conclusion of the present study, the following recommendations are offered:

1. Working side by side with Queen Rania Award in Jordan and benefiting from the professional teachers who won the prize in the field of EFL teaching strategies.
2. Consulting teachers, supervisors, school principals and sometimes students to identify in-service teacher training needs.

3. Making the Internet available for teachers to benefit from the vast databases and teaching resources that it encompasses.
4. Encouraging teachers to keep a portfolio of development feedback obtained from the various techniques practiced to keep a record of their development.
5. Communicating, observing and working with colleagues should be recommended in in-service teacher training programs.
6. There should be systematic tools to identify and assess the English teacher training needs.
7. Making rewards for those EFL teachers who improve their performance according to quality standards and naming them formally as qualified teachers.
8. The need to increase specialization courses.

4.4 Suggestions for Further Research:

In the light of the results of the present study conclusions and recommendations, the following suggestions for further research seem significant:

1- Developing a standard scale for the needs of the EFL teacher.
2- Investigating the effect of the roles of supervisors as assistants and assessors of teachers not just evaluaters.
3- Developing curriculum in light of quality educational standards tested by specialized experts in the field of EFL learning.

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Appendix (1):
Questionnaire submitted to the teachers

Mu'tah University
Deanship of Graduate Studies

Dear teacher,
The researcher is conducting a study for a master thesis entitled:
" Instructional Competencies of EFL Teachers from Their Point of View in Jordan "
This study aims at :
- Identifying EFL teachers' instructional and professional competencies which they must have developed before entering the classroom as teachers.

Please respond to the following items that reflect your PERSONAL belief by putting a cross next to the suitable item.
Your answers will be confidential. Feel free to write comments on the survey to let me know, for example, you have any reactions to the survey's content or format, or think some questions are not clear or are not relevant.

Thank you for your cooperation
The Researcher: Mohammed Abdullah Amreen

School:	**Public**	**Private**		
Years of experience:	**1-5**	**6-10**	**11-15**	**16 and more**
Qualification:	**diploma**	**B.A.**	**Master**	**More**

Item	STRONGLY AGREE	AGREE	UNDECIDE	DISAGREE	STRONGLY DISAGREE
1. EFL teacher must have a bachelor degree at least.					
2. EFL teacher must use a range of verbal and nonverbal communication techniques to get and keep students' attention.					
3. Native English speaker can teach without holding a higher or specialized certificate.					
4. EFL teacher must master the target language.					
5. EFL teacher must work as an assistant teacher for a semester at least before working as a teacher.					
6. Good EFL teacher must have a long experience.					
7. EFL teacher must be skillful and professional.					
8. EFL teacher must apply different					

methodologies in teaching.					
9. EFL teacher must seek to improve himself as well as his students.					
10. EFL teacher must have more knowledge than what his students.					
11. EFL teacher must design and implement engaging and flexible learning experiences for individuals and groups.					
12. EFL teacher designs and implements learning experiences that develop language, literacy and numeracy.					
13. EFL teacher creates and maintains safe and supportive learning environments.					
14. EFL teacher should be able to create a productive learning environment in his/her classroom.					
15. EFL teacher must acquaint himself/herself with different strategies for special learning situations.					

16. EFL teacher should manage time effectively.					
17. EFL teacher should create a positive classroom atmosphere.					
18. EFL teacher must use his own resources available to do a better job in teaching students.					
19. EFL teacher should accommodate the instructional needs of most students.					
20. EFL teacher should use all available technologies in the classroom.					
21. EFL teacher should engage students whose progress is slow and performance is not convincing with more activities and remedial classes.					
22. EFL teacher should plan each lesson in advance.					
23. EFL teacher should provide opportunities within the language discipline for students to use the language in another subject area.					

24. EFL teacher should motivate students to independently pursue personal enrichment activities using the language.					
25. EFL teacher should assist students in finding applications for the language in job settings.					
26. EFL teacher should use different ways to assess students' progress.					
27. EFL teacher should join and participate in training courses related to teaching EFL?					
28. EFL teacher should engage in professional development opportunities and reflect on his/her practice.					
29. EFL teacher should provide tasks that require communicative language use.					
30. EFL teacher should allow students to practice all the language skills.					

COMMENTS:

……………………………………………………………………
……………………………………………………………………
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…………………………

Appendix (II):
The Jury Members.

No	Name	Position
1-	**Dr. Atallah AlRoud**	PhD in Curricula and Methods of Teaching English, Tafilah University
2-	**Dr. Mohammad Qmool**	PhD in Curricula and Methods of Teaching English, Tafilah University
3-	**Dr. Hasan Momani**	PhD in linguistics, Tafilah University
4-	**Dr. Mohammad Mahamid**	PhD in linguistics, Tafilah University
5-	**Dr. Hussien Zedaneen**	PhD in Literature, Tafilah University
6-	**Dr. Mohammed Malahmeh**	PhD in linguistics, Mu'tah University
7-	**Dr. Atef Sarayreh**	PhD in linguistics, Mu'tah University
8-	**Dr. Abdullah Shahabat**	PhD in linguistics, Tafilah University
9-	**Mr. Hazem Amreen**	EFL Supervisor. Tafilah Educational Directorate

Appendix (III):
The Directorate Permission